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BOOK REVIEWS.

Elementary Algebra. By J. L. NEUFELD. P. Blakiston's Son & Co., Philadelphia. Pp. 383.

Teachers who believe that elementary texts in algebra should be more scholarly and more comprehensive will receive the Neufeld treatise with a great deal of interest. In range of topics and in intensity of treatment this text is comparable to those which appeared twenty or more years ago. The author "does not agree with so-called modern educators who think that too much space is given to the subject of *factoring*. Most failures in algebra can be directly traced to ignorance of *factoring* and the author has therefore given this topic the space its importance demands."

The reader will be interested in the author's selection of content. The theory of negative and fractional exponents, cube root of compound expressions, imaginaries, progressions, inequalities, the binomial theorem with any exponent, permutations and combinations, and logarithms, are among the topics which particularly attract one's attention in examining the text.

It will be interesting to compare the Neufeld book with the Recommendations of the National Committee on Mathematical Requirements.

Vocational Arithmetic for Girls. By NETTIE STEWART DAVIS. Bruce Publishing Co., Milwaukee, Wis. Pp. 138.

The author has here embodied her experience as a trade-school teacher into a practical text-book. She has for several years employed a series of lessons prepared by herself which were correlated to the vocational studies engaged in by the girl students.

The book is divided into four parts. Part I. deals with fundamentals in arithmetic, cost of garments, trade problems such as relate to tucking, hemming, ruffling, belt and smocking.

Part II. treats of decimal fractions, the cost of materials, and domestic science problems. Part III. covers percentage, bias and straight bands, pleating problems, carpeting and review problems. Part IV. goes into the problems of the home involving the use of arithmetic.

Junior High-School Mathematics. Book III. By JOHN C. STONE. Benjamin Sanborn Co., Chicago. Pp. —.

This third book of the Stone Junior High-School series deserves very careful examination. The content is selected from algebra, intuitive geometry, arithmetic, trigonometry and statistics. There is a sanity of balance and treatment of these topics which will commend the book to all types of schools. It follows, of course, the two preceding books of the same series.

But it is also entitled to consideration as a ninth-grade text in a four-year high school. This volume will be thought of as a modern progressive text.

Plane Geometry. By HAWKES, LUBY, AND TOUTON. Ginn and Co., Boston.

Should a geometry be considered from the standpoint that it is to be used somewhat in the ninth grade and finished in the tenth? Or that it is to be used wholly in the tenth? Or wholly in the eleventh? Etc. Texts to be used at these times will be different, for the children differ in capacity. The situation has two conflicting variable factors (1) the time of exposure, and (2) a concept of the subject. When either is preconceived or otherwise determined, a solution of the other can then be sought. It can truly be said that this text is a distinct contribution to the second factor. There is very little discussion *about* geometry, especially in the early portion. Seven pages brings one to the first theorem. Thereafter for a while there is a string of propositions with an almost linear dependence. There is no exercise material in the very early pages. The first exercises are numerical. The proportion of original material increases as the subject develops. The original material is often refreshingly new, interesting, and valuable. This is a quite different conception of the method of developing geometrical ability than that of many texts with their multitude of early exercises. Much information is intended to be developed by "Queries" which ordinarily would be given as corollaries, exercises, etc. This will reduce the time burden and contribute to developing power thoughtfully rather than mechanically. There is a definite attempt to clear up the present unsatisfactory treatment of number. *E.g.*, a sample theorem reads, "An inscribed angle is measured by one half the number of degrees in its intercepted arc." This systematic definite treatment of number is followed consistently throughout. The treatment of loci is distinctive. The authors have followed a development method rather than the usual formal one. The second part of a locus demonstration is treated, proving that a point satisfying the conditions is on the locus rather than proving that those not on the line do not satisfy the conditions. The following have received more extended treatment than is usual (1) the 30-60-90 and 45-45-90 triangles, (2) regular polygons, (3) measurement, (4) π . All of these are to be commended as given. The figures are excellent; in constructions the arcs, etc., are retained; in theorems on the general polygon the closed polygon is not used. Throughout the book there is an obvious intention not to interfere with a teacher's plan of teaching by giving detailed instructions on organization of methods, summaries, etc. This large measure of freedom in using the book ought to commend it to teachers who can teach plane geometry. In general, the book presents a definite plan of developing geometric power by interesting material with teaching freedom.

H. F. H.